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ABSTRACT

Recently the Woodrow Wilson National Fellowship Foundation has conducted a variety of programs that support high quality in education. These programs are described in this report. The Administrative Intern Program, begun in 1967, selects young men and women with masters of Business Administration degree to serve on administrative staffs of colleges for minorities. The Martin Luther King, Jr. Fellowship Program, begun in 1968, enables black veterans to undertake graduate and professional training in preparation for careers in public service. The Woodrow Wilson Senior Fellows Program, begun in 1973, promotes greater understanding between the academic community and the world of action. Most recently the Foundation has added a program concerned with women's studies. The National Humanities Series was initiated by the National Endowment for the Humanities in June 1968 to create a pattern of disseminating the humanities to general adult audience throughout the U.S. The Woodrow Wilson National Fellowship Foundation conducts the series. The Dissertation Fellowship Programs enable students to complete the research and writing of their dissertations in their fourth year of graduate study. Also included in this report is a list of the Board of Trustees, officers and staff, a financial report, and the selection committees of the Fellowship Foundation. (Author/PG)

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WOODROW WILSON

NATIONAL FELLOWSHIP FOUNDATION

REPORTS FOR

1972-1973

1973-1974

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NATIONAL FELLOWSHIP FOUNDATION

REPORTS FOR

1972-1973

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DEDICATION

Whitney J. Oates, 1904-1973

and

Sir Hugh Stott Taylor, 1890-1974

The Foundation grew from their vision, and both men, throughout their lives, gave it leadership and counsel.

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PREFACE

As the Woodrow Wilson National Fellowship Foundation approaches its 30th anniversary, it is well to reflect not only on what has been accomplished, but also on how the Foundation views its role in the years ahead. In the post-Sputnik era, a time of severe teacher shortages, the Foundation's National Fellowship Program encouraged outstanding college graduates to enter the teaching profession. By 1967, with the aid of $52 million dollars from the Ford Foundation, the program had become the world's largest search for college teaching talent. The resulting competition served as a national yardstick of academic excellence.

More recently the Foundation has conducted a variety of programs which support high quality in education. The Administrative Internship Program, begun in 1967, selects young men and women with Masters of Business Administration degrees to serve on administrative staffs of colleges for minorities. The Martin Luther King, Jr. Fellowship Program, begun in 1968, enables black veterans to undertake graduate and professional training in preparation for careers in public service. The Woodrow Wilson Senior Fellows Program, begun in 1973, promotes greater understanding between the academic community and the world of action. Most recently the Foundation has added a program concerned with women's studies.

As we look around us today, it becomes alarmingly apparent that many of the educational advances toward excellence made during the last decade are in danger. No longer is there a shortage of teachers. In fact, many outstanding teachers are unemployed, with the result that the teaching profession looks less attractive than it previously did. Open enrollment in colleges, a significant breakthrough of the sixties, is now being criticized as lowering standards and weakening the value of college education. Homogeneous grouping in secondary schools, once the mark of an advanced institution, is now often criticized as an "elitist" approach to education. Today "special education" refers almost exclusively to the

mentally handicapped; the gifted are rapidly becoming the disadvantaged, and soon excellence may be a bad word.

On the occasion of this report, the Woodrow Wilson National Fellowship Foundation would like to reaffirm its commitment to quality. We view the current teacher surplus as a unique opportunity to improve the quality of education. Increased hiring is one logical answer to the surplus of qualified teachers. An additional hundred thousand teachers—at least 30 times the number of unemployed Ph.D.'s—would be needed in colleges and universities to return from the present 1:16 ratio to the 1:13 teacher-student ratio of a few years ago. We are developing a program, paralleling the earlier Woodrow Wilson Fellowship Program, to encourage outstanding young men and women to enter the field of secondary education. Another program on the drawing board will encourage teachers with Ph.D.'s to join the faculties of elementary schools, secondary schools, and community colleges.

Education can never be separated from the social context in which it is embedded. Considering the political and economic uncertainties of America today, we cannot assume that government foresight and federal programs will soon alleviate the pressures felt within the educational establishment. At this moment the responsibility for quality education clearly rests with a minority—perhaps best typified by private foundations and that portion of the public that has always given to education. This minority does not want to limit education only to the gifted, but it must never lose sight of the fact that quality education for the gifted is our surest hope for human progress.

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Rhoda Galima-Kerr, recently appointed director of the Administrative Internship Program.

ADMINISTRATIVE INTERNSHIP PROGRAM

In 1967 the Foundation originated the Administrative Internship Program to assist black and other developing colleges with their management problems. These problems occur in all college and university administrations, but are particularly acute in schools whose financial support is marginal. The program recruits and selects outstanding young graduates of first rank graduate business programs to work in the administrations of struggling black, white, and Indian colleges for a year or two—sometimes three.

Competent and versatile young administrators serve as assistants to presidents or business managers, budget, financial aid or development officers, directors of institutional research, and management information systems specialists. Their assignments range from the remote wilderness of the Pine Ridge Sioux Reservation to the sleepy hollows of Appalachia's Pikeville College and the bustling metropolis encircling the Atlanta University Center.

The benefits of the program are not confined to the colleges concerned. The internship offers management-oriented young men and women experience and training in educational administration as a career option. The Interns are thrust into a variety of responsibilities well beyond what they would have encountered at a similar stage in working for a corporation, and they often have unusual opportunities to originate and develop projects. After their experience in the administration of higher education, many decide to stay. Of the six people who completed internships at the end of the 1972-1973 year, five are now enrolled in doctoral programs of educational administration. A former Intern, looking back on the experience, described it as "just about the biggest challenge possible for someone interested in a management position."

There has been considerable change in the factors influencing the Administrative Internship Program over the past few years. The idealistic fervor of the 1960's that attracted prospective Interns to black and other struggling colleges has largely disappeared; Interns of the 70's have become more pragmatic. Many students, however, are coming to the conclusion that management education skills can be usefully applied to non-profit organizations, especially institutions of higher education. The graduate schools of business have introduced curriculum reforms that include instruction in management techniques for the not-for-profit sector of the economy, and five graduate schools of education where the Foundation recruits are offering programs in the administration of higher education. Because funds for colleges and

universities are becoming scarcer, there is increasing pressure to make intelligent and equitable allocation of resources in order to respond more effectively to the educational needs of the community. In doing so, colleges and universities for the first time have begun to compete seriously for management talent, rather than promoting academicians under the "Peter Principle" to their level of incompetence. At the same time graduate schools of business where the recruiting effort for potential Administrative Interns is concentrated have increased the number of minorities and women enrolled.

In 1974-1975 the Administrative Internship Program will enter its eighth year of operation. 1972, 1973, and 1974 have been years of growth, both in numbers of Interns and numbers of participating colleges. The total number of Interns on campuses grew from four in the first pilot year to seventeen in 1971-1972, and twenty-nine in 1974-1975. Over the past three years alone, twenty-five new participating colleges have joined the program; twenty-one of these are predominantly black.

The Interns themselves have changed in many ways. Efforts by the Administrative Internship Program and MBA programs to attract women have begun to yield significant dividends. Women were selected as Interns for the first time in 1973-1974, and served at four of the cooperating colleges. In the year 1974-1975, for the first time, the majority of Interns on campuses will be black. These are important gains, although the goal of the program is to select highly qualified Interns without regard to either color or gender.

Approximately thirty graduate schools of business, public affairs, and education now comprise the program's primary recruiting base. The number of applications has almost doubled over the past two years, from 65 in 1973 to 121 in 1974. In order to handle the increase, selection committees made up of college presidents, former Interns, graduate school faculty, and Foundation officials now meet in five regions across the country to select Interns from among carefully screened finalists.

The duties of Interns include a broad range of administrative assignments. Leon Johnson, who served at Lincoln University in Oxford, Pennsylvania, was listed as "trouble shooter" for President Herman Branson, but he also served as assistant director of development, director of financial aid, and head of institutional research. M. Coleen Jones said that when she interviewed for a position at Tennessee State University there was nothing more than a declaration that "you will be doing some institutional research" and "special projects for the president." "There was no office, no position or title, nothing save an idea and a need for timely, accurate data. I was entrusted with the task of taking an idea and making it work." Since that time she has worked on more than 50 projects including planning, staffing and expediting registration, better classroom utilization, payroll, equalizing staff salaries, and improving the campus communications network.

Over the past two years, two noticeable trends have emerged, an increased need for Interns in budget design and implementation, and in institutional and operations research. As the collegiate world practices more organized budgeting and planning in order to meet increased reporting requirements, Administrative Interns will be increasingly in demand.

Because students at developing colleges continues to gravitate toward the study of business, and because the supply of competent faculty in that field is scarce, some Interns are asked to do some teaching along with their administrative work. Interns generally find teaching a valuable experience, and an asset in their dealings with the institution's faculty.

Over the past two years four conferences have been held for current Interns, and one was arranged for all former Interns. The spring conference orients new Interns to their appointments and what they are likely to involve. The mid-winter conference serves as a sound-off session for the Interns' initial observations and problems. But even more important is the opportunity for Interns to share their experiences.

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Dennis Reigle, former Director of the Administrative Internship Program, with a group of Interns at the spring orientation conference in Washington in June, 1974.

Some of the guests at conferences over the past two years, and the topics they covered, are:

Dr. Elias Blake President, Institute for Services to Education, Washington, D.C.: Management at the developing colleges.

Dr. Herman Branson, President, Lincoln University: A President's view of education and the role of Interns.

Dr. James Bryant, President, Moton Institute for Developing Colleges, New York, New York: Management assistance program of the Moton Institute.

Sal Corallo, Chief of Office of Program Planning and Evaluation in the U.S. Office of Education, Washington, D.C.: Discussion of the developments of the advanced Title III Program and the contrasts between the advanced and basic Title III Programs.

Dr. John Corson, Former Chairman of the Board, Fry Consultants, Washington, D.C.: The university as an organization with respect to management systems.

James Farmer, Staff Member, National Commission on the Funding of Post Secondary Education; formerly Director of Analytical Studies, California State Colleges: The development and utilization of information systems in higher education.

Jack Levine, President, Systems Design Limited, Toronto, Ontario: The current state of development of management information systems in higher education.

Dr. Robert M. Nielsen, Director of the American Federation of Teachers, (A.F. of L.-C.I.O.), Department of Colleges and Universities, Washington, D.C.: Collective bargaining in higher education.

Dr. John Millett, Vice President and Director, Academy for Educational Development, Management Division, Washington, D.C.: Overview of the administrator in higher education.

Robert Vowels, Dean, Graduate School of Business, Atlanta University: The role of graduate schools of business as centers for training managers for all segments of the economy including non-profit areas.

Dr. George Weathersby, faculty member at the Harvard Graduate School of Education, and former staff member, National Commission on the financing of Post-Secondary Education: The Commission's report on the financing of post-secondary education.

Dr. H. J. Zoffer, Dean, Graduate School of Business, University of Pittsburgh: Professional development of university administrators.

The program has changed over the last two years in order to meet changing conditions, and to make it more effective for both colleges and interns. Schools that participate for the first time receive an increased amount of assistance from the Foundation. As a result, the number of new colleges able to participate has increased. Salaries have been raised to make positions for Interns more competitive in the open market, and to insure that the program will remain attractive to high quality candidates.

The Foundation's effort to help place Interns at the end of their Internship has yielded a valuable network of professionals who are also willing to help in many other ways. The Special Projects Fund continues to make grants for innovative efforts by Interns and for the Interns' attendance at such educational programs as the Institute for Educational Management at Harvard, and the Short Course for College Business Management at the University of Nebraska, Omaha.

The program has been recognized as a unique pioneering effort in the field of educational administration. Articles have appeared in College Management Magazine, (March 1974), MBA Magazine, (Nov. 71, Vol. 6, No. 2), and The South Today, (Oct. 73, Vol. 5, No. 2), a publication of the Southern Regional Council. A five year evaluation of the program was also made with a special grant from the Exxon Education Foundation, and is available upon request.

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Tennessee State University, Nashville, Tennessee	3	4
Tusculum College, Greenville, Tennessee	1	1
Tuskegee Institute, Tuskegee Institute, Alabama	3	2
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	25	29

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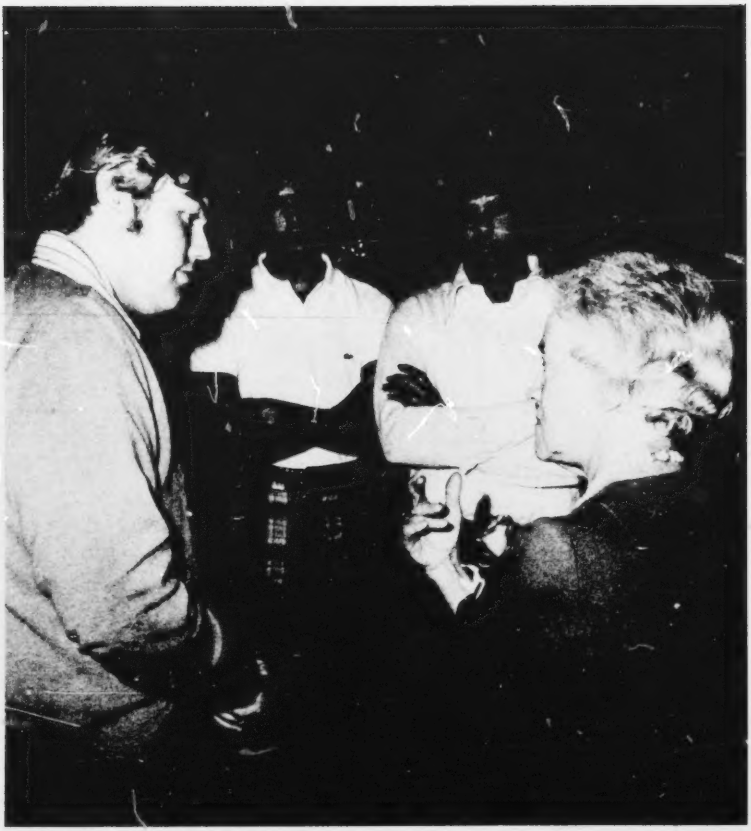

". . . through her candidness, willingness to share experiences, and deeply felt convictions, Senator Smith made a lasting impression."

WOODROW WILSON SENIOR FELLOWS

On April 26, 1973, the Lilly Endowment made a three year grant of $1 million to the Woodrow Wilson National Fellowship Foundation for a program designed to "help promote greater contact, understanding, and sharing of ideas and experiences between the academic community and the 'outer world'." The program was also expected to broaden "the learning and teaching experience to provide useful linkages between theory and practice in various fields." The Woodrow Wilson Foundation was chosen because of its network of contacts among faculty and administrators at colleges and universities throughout the country, combined with its experience in bringing to campuses such diverse groups as teachers from abroad, poets, and Administrative Interns.

By the fall of 1973, the program had taken shape. Men and women well established in their careers—some recently retired—were chosen as Woodrow Wilson Senior Fellows. They were to go to campuses less as academic experts than to share their own experiences. "Your autobiographical accounts," they were told, "are more useful to students than formal presentations, particularly because the world with which you are familiar is often unfamiliar to students." As Senior Fellows increased students' understanding of the non-academic world, they would convince young men and women that the so-called "establishment" is neither hostile nor mysterious.

The star of the first year of the Senior Fellows Program was former Senator Margaret Chase Smith. Mrs. Smith, who had not been re-elected to a fifth Senate term, gave ample evidence that she could still win the hearts of the young. Accompanied by her former executive assistant, Major General William Lewis, Mrs. Smith visited 9 colleges and led discussions on the relations between the President and Congress, the job of a Senator, social problems, ethics in politics, women in society, McCarthyism, and Watergate. During her visit to Wilson College a telegram carrying the names of more than a third of the student body was sent to the President nominating her for the Vice Presidency.

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Among the legacies of her visits was the realization that "such pervasive and apparently descriptive terms as 'conservative' and 'liberal' are not easily imposed on complex, highly individual human souls."

A wide net was cast to identify the best representatives of the "outer world," men and women successful in their professions who had the qualities of heart and mind necessary to attract young people, the ability to listen as well as to articulate ideas, to be flexible, to exhibit social concern, and to establish a dialogue with students about their future roles.

Trustees and friends of the Foundation recommended prospective Senior Fellows, as did professional organizations such as the American Bar Association and the American Society of Newspaper Editors. The Chief of the External Placement Division of the Department of State identified recently retired diplomats who might be suitable for the program, and the membership list of the Business Council was considered. Well over 500 men and women were suggested, and, of those, 69 were chosen to serve during the first year.

George Romney, with Professors Gilbert Klose and Warren Adams, during an economics seminar at Earlham College. Romney designated "the concerted action of informed citizens" as the most potent force in society.

Sixty-seven colleges participated in the initial year of the program—small, private, liberal arts colleges, selective in enrollment, and geographically isolated from urban centers. Care was taken to include both independent and sectarian colleges, single sex as well as coeducational colleges, predominantly black as well as white colleges, and schools with a wide range of educational philosophies, from the traditional to the experimental.

Senior Fellows and colleges were matched on the basis of requests, interests, and matching schedules. On each campus a faculty member acted as host for the Senior Fellow and, with a faculty-student committee, planned a visit to make the best use of the Fellow's talents. While a Fellow met classes in the general area of his competence, he was also scheduled for workshops, seminars, and informal discussions with students in a wide variety of fields. In addition to providing for all expenses, the Foundation paid a weekly honorarium of $1000 to the Senior Fellow, and a modest honorarium to the campus coordinator. The college was responsible for housing and meals.

In letters to the Foundation and in conferences of Senior Fellows held in New York, Princeton, and Washington, many Senior Fellows noted that students of the 70's were significantly different from those of the preceding decade. A columnist in his mid-forties found himself a "gullible innocent" compared with the students at Dickinson College, many of whom seemed totally disillusioned with the government process. The Senior Fellows discovered the need for the older generation to restore idealism to the young.

Experiences in the program have substantiated the findings of a recent Louis Harris poll which showed some student prejudice against business. As the Vice President of Prescott College put it, his students are in revolt against the financial success which enabled their parents to send them to an expensive college. Although corporate social responsibility was a common theme of discussions by Louis Lundborg, retired Chairman of the Board of the Bank of America, T. Vincent

Learson, former chairman of the Board of IBM, and Harvey Schwartz, Vice President of the International Basic Economy Corporation, some skepticism remained.

The students at a college visited by a corporation executive said they had "learned a good deal about how large corporations understand their relation to both the American public and the federal government," but it seemed to one faculty member that on balance the visit "most likely did not change their assessment of such people very much." On the other hand, one coordinator thought that his college's visitor "would take back to business a much greater understanding of the [student viewpoint] than he brought with him." And IBM's Thomas Watson, Jr. reported that he learned "how really terrific young people are."

Journalists were received with uniform enthusiasm. The coordinator at Centenary College said of Washington Star-News columnist Milton Viorst, "He displayed a really astounding knowledge of virtually any topic that arose—and a great many did, including fairly technical ones on agriculture, amnesty, space expenditures, and the mid-East." Another writer met with the student newspaper staff and was interviewed on the student radio station; he visited a class in religion in which he attempted to separate myth from fact in the communications world; in a psychology class he talked about the influence of mass media; to a sculpture class he spoke about government and business support of the arts; he also took part in a symposium on ecology in which he outlined the government position. A journalist who had been assigned to Russia—and later expelled—spoke to a physics class on the freedom of scientists in the Soviet Union.

The program enabled students to meet people who lived through events about which they had only read. A journalist in his mid-sixties, meeting a class about the Roosevelt era led by a 30 year old teacher, told what life was really like during the depression. A diplomat, in Berlin when the Wall between East and West was erected, described the early

morning meeting in which the western countries decided on their response. A former Ambassador to Chile was able to give the background to the social conditions which led to the revolution in that country. The former British Ambassador to Cuba during the Missile Crisis of the 60's could give a perspective different from that perceived by Washington and Moscow.

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The students at Bucknell in discussion with T. Vincent Learson

Accessible, articulate visitors talking about what they do in their own lives inevitably influence future careers of students. A reaction from Carleton was that "it was clear that the work of publishing was something about which we hear very little and which offers many aspects and opportunities in which

liberal arts students would be interested." In a few cases the results were more immediate. Ken McCormick of Doubleday said that "one young lady was writing a book that I want to keep my eyes on, and one of the professors had some poems that interested me." Peter Stern arranged for a student from Prescott College to work with him during the summer at the headquarters of Northeast Utilities, and Ruth Bacon has asked two students from the College of St. Benedict to spend the January 1975 interim term with her at the International Women's Year Center in Washington. A student at Albion College received a summer internship from The Newspaper Fund as the result of a recommendation by Washington Post journalist, Stephen Rosenfeld.

Students learned from the Senior Fellows that they need not be locked into a career pattern at an early age. An Executive Vice President of the First National City Bank of New York was a classics major in college; a journalist at Scripps-Howard prepared to be an engineer but was unable to find a job in that field. An investment banker had previously been a lawyer and a corporate executive, and one banker began his professional career as a chemist.

Senior Fellows, too, have learned from their visits. David Broder, who won a Pulitzer Prize for his work on The Washington Post, wrote of his visit to Tougaloo College that "the week was one of the most interesting I have ever spent in my whole life . . . . The opportunities and insights it afforded me . . . I will long remember." The influence of the program is also extended by inviting members of the local community to Student Convocations and public talks. George Romney, when visiting Earlham, was also able to speak to the Y-Men's Club, the Lion's Club, and to social science students at the junior high school.

There is no way to measure the lasting effect of a chance remark or meeting between impressionable young people and successful men and women. The coordinator at Kala-

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Common themes in discussions by businessmen such as Harvey Schwartz were corporate social responsibility and business ethics.

mazoo College said that the presence of Patricia Goldman, the Director of the Wednesday Group of the House of Representatives, was "an inspiration to our women students," and "the lives of some students have been dramatically changed." The Dean of Hamilton College wrote that LaDonna

Harris, President of Americans for Indian Opportunity, "visibly lifted the spirits" of the Indian students on campus. At Colby, all students were "temporarily lifted from the role of spectator to participator in college activities." The interest of James Hayes, President of the American Management Association, in "bridge-building between business and the academic community left [Wabash College] with a number of concrete projects to pursue based upon what we now feel to be a more solid conceptual underpinning of our opportunities and responsibilities." Bob and Martha Walters of the Washington Star-News convinced a student that a career in politics was both within her reach and compatible with married life. Marion Stephenson of NBC may have startled some modern young women with her recommendation that typing is good job preparation, but because of her interest in the subject the Senior Class gift to Denison University was a donation of books to the office of career planning.

College officials have been able to consult with Senior Fellow James Oates on the role of the veteran on campus, with newspaperman R. H. Shackford about setting up a journalism department, and with Ambassador Findley Burns about the best language preparation for a diplomatic career. The coordinator at Berry College wrote of financier Henry Patton that "one of the very valuable aspects of Mr. Patton is his strong belief in both liberal education and the private college. He gave an authoritative outsider's confirmation to many of the things we believe and try to convey to our students."

President Thomas Smith of Lawrence University, visited by H. M. Agnew, Director of the Los Alamos Scientific Laboratory, wrote:

> A prevailing campus attitude . . . is that people of responsibility will always be evasive because they have something to hide . . . If the rest of your Senior Fellows can do the kind of job that Harold Agnew did on the Lawrence campus, they will begin to create a better understanding between those who must perform and the campus students and faculty who are interested, intelligent, and concerned

members of society whose actions may be limited to criticism and voting.

Though there is no shortage of visiting lecturers, and non-academics in residence are fairly common, the Senior Fellows program has unique features. Whereas outside lecturers often arrive, speak, and leave all in one breath, Senior Fellows remain on campus to continue the discussions begun at convocations or classes. By the end of his week long visit, the Senior Fellow may have met half of the student body at meals, classes, seminars, lectures, rap sessions in dormitories, and, since each campus receives two or three visitors during the academic year, a variety of experiences is shared.

The Senior Fellows reported that their reception on campuses was cordial. Students learned that Senior Fellows are knowledgeable, interesting, and above all, accessible. Faculty members at small colleges whose intellectual relationships one president had called "incestuous," felt a breath of fresh air through their contacts with men and women who deal with practical rather than theoretical concerns. The concept of the program has proved to be sound, and the program is being broadened in 1974-75 to include more than 80 colleges and almost 100 Senior Fellows.

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WOODROW WILSON SENIOR FELLOWS

1973-74

J. Wesley Adams	U.S. diplomat; former Consul General, Lahore, Pakistan
H. M. Agnew	Director, Los Alamos, New Mexico, Scientific Laboratory
Archie E. Albright	Investment banker; Vice-Chairman, Drexel, Burnham & Company, Inc.
Ruth E. Bacon	U.S. diplomat; Charge d'Affaires, New Zealand; Director, U.S. Center for International Women's Year (1975)
Letitia Baldrige	President, Public relations firm, New York
Harllee Branch	Utilities executive; former Chairman of the Board, Southern Company, Atlanta, Ga.
David Broder	Journalist, The Washington Post
Daniel P. Bryant	Chairman of the Board, The Bekins Company, Los Angeles
Carter Burgess	Chairman, Flagship International, Inc., subsidiary of American Airlines, New York
Findley Burns, Jr.	U.S. diplomat; former Ambassador to Ecuador
W. Walton Butterworth	U.S. diplomat; former Ambassador to Canada
Cass Canfield	Senior Editor, Harper & Row, Publishers, New York
Lord Caradon	British diplomat; former U.K. Representative at U.N.
George E. Carter	Director of Corporate Budgets, IBM, Armonk, New York
Leo Cyr	U.S. diplomat; former Ambassador to Rwanda
Anthony Day	Editor of the Editorial Pages, Los Angeles Times
Robert Dietsch	Journalist, Scripps-Howard Newspapers, Washington, D.C.
Richard Dudman	Washington Bureau Chief, St. Louis Post-Dispatch
Clifton Fadiman	Writer; Editor, Encyclopaedia Britannica
Joseph L. Fisher	President, Resources for the Future, Washington, D.C.
Clayton Fritchey	Syndicated columnist, Washington, D.C.
Clifford Goldman	Conservationist; former Acting Director, Hackensack Meadowlands Development Commission, New Jersey; now Assistant Treasurer, State of New Jersey

Patricia Goldman	Executive Director, Wednesday Group, U.S. House of Representatives
Robert Greenleaf	Former Director of Management Research, AT&T; foundation consultant
Leo Gruliow	Moscow correspondent, Christian Science Monitor
Fred Harris	Former U.S. Senator from Oklahoma
LaDonna Harris	President, Americans for Indian Opportunity
James Hayes	President, American Management Association, New York
James S. Hill	Vice President, Celanese Corporation
Emmet John Hughes	Journalist and author
Padraic Kennedy	Urban planner; President, Columbia Association, Maryland
Carroll Kilpatrick	Journalist, The Washington Post
Elizabeth D. Koontz	Assistant Secretary, North Carolina Department of Human Resources
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Raymond Mungo	Writer
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Hobart Rowen	Ass't. Managing Editor, Business & Finance, The Washington Post
Stephen Rosenfeld	Journalist, The Washington Post
Theodore Schad	Executive Director, Environmental Studies Board, National Academy of Sciences, Washington, D.C
Walter V. Schaefer	Justice, Illinois Supreme Court, Chicago
J. Robert Schaetzel	U.S. diplomat; former Ambassador to the European Economic Community
Harvey Schwartz	Vice-President, Public Affairs, International Basic Economy Corporation, New York
John Scott	Journalist, Time Magazine
R. H. Shackford	Journalist, Scripps-Howard Newspapers, Washington, D.C.
Arthur Sherwood	Former Secretary, Mobil Oil Corporation
Marjorie Sherwood	Editor, Princeton University Press
Margaret Chase Smith	Former U.S. Senator from Maine
Marion Stephenson	Vice-President for Planning, NBC Radio Network
Peter Stern	Vice-President, Northeast Utilities, Hartford, Connecticut; formerly with Conservation Foundation
Frank E. Taplin	Chairman of the Board, Scurry-Rainbow Oil Ltd., and Director, North American Coal Corporation
Thomas C. Theobald	Executive Vice-President, First National City Bank of New York
Milton Viorst	Columnist, Washington Star-News
Martha Angle Walters	Journalist, Washington Star-News
Robert Walters	Journalist, Washington Star-News
Thomas J. Watson, Jr.	Chairman of the Executive Committee, IBM

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Bennington, Vermont
Donald Brown, Political Science

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Brunswick, Maine
John Donovan, Government & Legal Studies

Bucknell University
Lewisburg, Pennsylvania
Douglas E. Sturm, Political Science

Colby College
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Guenter Weissberg, History & Government

Dickinson College
Carlisle, Pennsylvania
Dennis Klinge, History

Eisenhower College
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Benjamin Collins, Director, Information & Development

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Dean Stephen Kurtz

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Victor Nuovo, Religion

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Talladega, Alabama
John L. Parrish, Division of Education

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Tougaloo, Mississippi
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Tuskegee Institute
Tuskegee, Alabama
J. Brooke Hamilton, Philosophy

Washington and Lee University
Lexington, Virginia
John M. Gunn, Economics

Wofford College
Spartanburg, South Carolina
Thomas Thoroughman, History

MIDWEST

Albion College
Albion, Michigan
Keith J. Fennimore, English

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Sioux Falls, South Dakota
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Beloit, Wisconsin
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Grand Rapids, Michigan
Paul Henry, Political Science

Carleton College
Northfield, Minnesota
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Robert Farber, Dean

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Grinnell, Iowa
Neal Klausner, Philosophy

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Richard Means, Director of Urban & Public Policy Studies

Kenyon College
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Donald E. Reed, Director Off-Campus Study

Lawrence University
Appleton, Wisconsin
Gilbert A. Shibley, Biology

Notre Dame, University of
Notre Dame, Indiana
Thomas Werge, Committee on Academic Progress

Ohio Wesleyan University
Delaware, Ohio
Uwe J. Woltemade, Economics

Otterbein University
Westerville, Ohio
Wm. Hamilton, Common Course

St. Benedict, College of
St. Joseph, Minnesota
Sister Emmanuel Renner, History

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Stockton, California
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Pacific Lutheran University
Tacoma, Washington
Donald Farmer, Political Science

Pitzer College
Claremont, California
Barbara Beechler, Mathematics

Pomona College
Claremont, California
Hans Palmer, Economics

Prescott College
Prescott, Arizona
Hal Lenke

Redlands, University of
Redlands, California
H. Ben Dillow, Dean of Interdisciplinary Studies

Whitman College
Walla Walla, Washington
William H. Harbold, Political Science

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Clarence Williams (right), a 1973 King Fellow, discussing research on his dissertation, "Why the Revolution Failed," with Douglas B. Sumner, Program Director.

MARTIN LUTHER KING, JR. FELLOWSHIP PROGRAM

In 1968 the Woodrow Wilson National Fellowship Foundation initiated a program to help fill the pressing national need for leadership in minority communities. Martin Luther King, Jr. Fellowships provide an opportunity for talented college-educated black veterans to pursue graduate or professional training in preparation for careers of service. These veterans have already achieved visible success within a system which demands discipline. A King Fellowship offers them a realistic opportunity for developing their leadership potential — an opportunity which is often precluded by attractive job offers upon their separation from the service.

Evidence of the effectiveness of the program is supplied by the Fellows themselves. Seventy percent are in service professions: one is an Assistant United States Attorney, another is a Cultural Attache, another is Associate Director of the National Association of Social Workers, another is Chief of State Bureau of Social Services, and so on. Still others teach such diverse subjects as Architecture, Urban Planning, Health, Law, Anthropology, and Chemistry.

Martin Luther King, Jr. Fellows represent all parts of the country and attend the best graduate and professional schools. What they all have in common is a commitment to service. Characteristic of the group is a '68 Fellow who, after obtaining his J.D., worked as staff attorney at the Western Center on Law and Poverty in Los Angeles before joining a law firm here. He is also a member of the Board of Directors of the American Civil Liberties Union of Southern California, Chairman of the Board of Public Television Station KUST-TV, a member of the Black Law Center, Inc. and vice-chairman of CEDARS—a Community Education Development And Referral Service.

In 1973 twenty-seven Martin Luther King, Jr. Fellows were selected from among 165 applicants representing 21 different fields of study. Twenty-four were supported during 1973-74, and three received temporary postponements. In addition, twenty-three Fellows elected in 1972 were awarded second year support. Because King Fellowships are for veterans of military service, in the past only a few candidates were women, but in 1973 a number of women applied, and three were elected. One of them had served for four years as a Navy nurse and is now in medical school.

The Foundation's staff expected that by the spring of 1974 funds sufficient for some 30 to 40 new Fellows would be available. For a number of reasons, including the end of the Vietnam War, the establishment of the volunteer army, and the shift of foundation giving patterns to more popular areas, expected financial support was not received. Also, because of inflation, some schools are no longer able to

waive tuition fees for Fellows. Consequently, the total amount required for each Fellowship has risen, and fewer awards were made.

In 1974, out of more than 200 who completed applications, only 84 candidates could be invited for interviews, and of those, 24 were elected for 1974-75. All were of such high quality that the number could not be further reduced. Seventeen have been given awards to date; the remainder are listed as alternates.

In 1971, a Martin Luther King National Congress consisting of current and former Fellows was held in Washington, D.C. Its purpose was to enable Fellows to reinforce one another's commitment. Workshops were formed, and workshop chairmen were named. Standing committees were created—on Finance, Human Development, Veteran's Affairs, and University Affairs. The country was divided into regions—East, South, mid-West, West—and regional coordinators were elected. In short, that three-day Congress was the beginning of a well-organized national network of Martin Luther King Fellows. In April of 1974, the Martin Luther King, Jr. Directors' Advisory Committee met in Chicago. One of their tasks was to determine how best to perpetuate the network in view of the Martin Luther King Program's uncertain financial future within the Woodrow Wilson Foundation.

The foundations, corporations, and individuals whose gifts were received in 1972-1973 and 1973-1974 are listed in the financial statement, but the $304 donated to the King Fellowships by the "Friends of Lillian Eisler" deserves special mention. Mrs. Eisler, a Canadian citizen of British origin, had at one time worked as a domestic in the United States. When she died in February, 1973, her son, having read about the Fellowship Program in a Canadian newspaper, asked that anyone wishing to make a donation in her memory send it to the King Program. He wrote us that, "although his mother was a humble person who had had a hard and difficult life, she often contributed to the struggle for civil

rights and human dignity." The $304 was the gift of 37 individuals.

Need for the program is constantly being evaluated. There has been no decrease in the quality of applicants, and the number of black college graduates departing from the service during the next few years will remain substantial. According to the latest available figures, over 600 were separated from the service during the last six months of 1973 and over 3,000 since July of 1972. It has been our experience that many of these will be seeking graduate or professional education in the future.

Despite the fact that the number of applications has grown more than fivefold, programs aimed directly at minority students have diminished over the past five years. The federal government, which contributes 88 percent of all student aid, has decreased its offering of post-graduate fellowships from a high of 51,446 in 1968 to an estimated low of 6,602 in 1974. Although more than 11 percent of Americans are black, blacks account for only 4.4 percent of graduate enrollment. Clearly, if parity is ever to exist between black and white professionals, we must continue to do all we can to assist black Americans with graduate and professional training.

MARTIN LUTHER KING, JR. FELLOWS
FIELDS OF STUDY
1968-1974

FIELDS OF STUDY	FELLOWS FORMER	CURRENT	TOTAL
Law	70	34	104
Medicine, Dentistry, Pharmacology	18	9	27
Social Sciences	9	8	17
Education	16	2	18
Social Work	18	5	23
Business Administration	14	8	22
Counseling and Clinical Psychology	8	2	10
Humanities and Arts	4	0	4
Public Administration	1	2	3
Urban and Regional Planning	5	1	6
Natural Sciences	3	0	3
Engineering and Architecture	2	0	2
Journalism and Communications	0	1	1
Hospital Administration and other Health Fields	2	0	2
Agriculture	1	0	1
TOTAL	171	72	243

Total MLK Fellows	243
Fellowships declined	8
Total	251

AREAS OF EMPLOYMENT FOR FORMER KING FELLOWS

1968-1973

Government and Public Service Agencies	45
Education	40
Private Law Firms	18
Business and Industry	9
Social Work and Mental Health Agencies	7
Medicine and Dentistry	4
TOTAL	123

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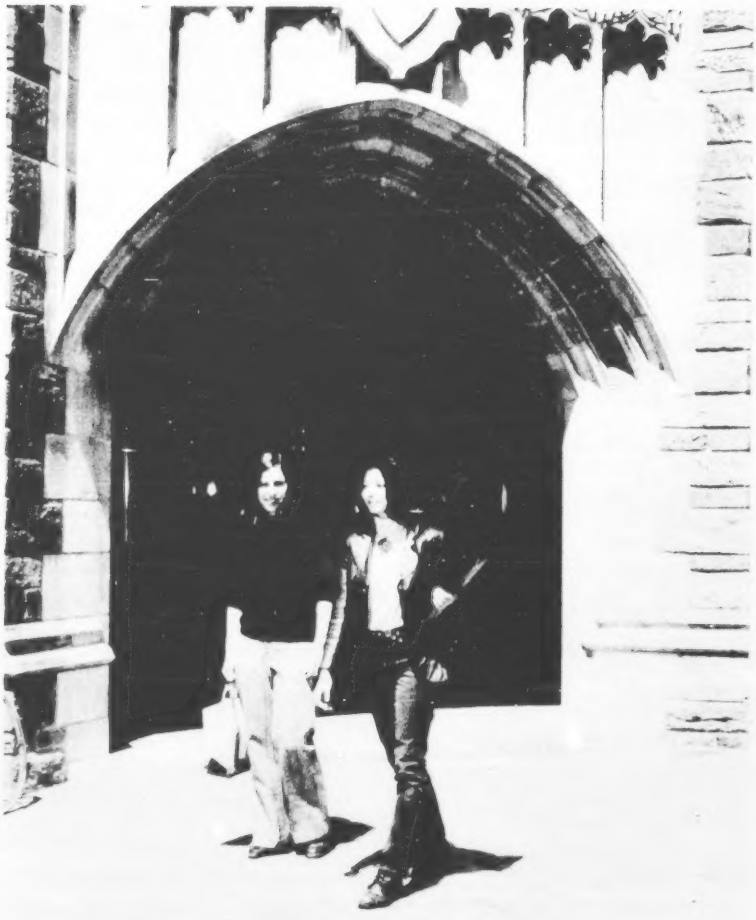

Marguerite Dupree and JoAnn Magdoff, graduate students at Princeton University and winners of Women's Studies Dissertation Fellowships.

DOCTORAL DISSERTATION FELLOWSHIP IN WOMEN'S STUDIES

In the fall of 1973, the Woodrow Wilson National Fellowship Foundation received a $125,000 grant from the Ford Foundation to administer a Doctoral Dissertation Fellowship Program in Women's Studies. Women's Studies consider women's role in history, examine women's role in society as reflected in literature, study the psychology of the sexes, and elucidate the economic, social, educational, and political roles played by women in the past and present. There are now over 2,000 courses in the field offered on more than 500 campuses.

Fellowships for women's studies are important because they strengthen the academic respectability of a new field. Students who will be teachers and leaders in women's studies are encouraged, particularly at this time when there is little fellowship aid available. The dissertation fellowship, which permits students to devote an entire year to uninterrupted research and writing, promotes completion of the doctoral degree, and gives winners an advantage in the competitive job market.

Woodrow Wilson Dissertation Fellowships in Women's Studies are open to all doctoral candidates at U.S. graduate schools without regard to citizenship, age, or sex, provided they have completed all other requirements for the doctorate. Nomination of candidates by a graduate dean pre-screens applicants, and emphasizes the importance of the award. Fellowships are for up to 12 months, and in 1974 provide stipends of $250 per month, dependency allowances for children, and supplementary funds of $1,000 to assist with such dissertation related expenses as books, microfilming, and manuscript preparation. The cost of tuition and required fees are also covered unless they are waived by the graduate school attended.

Applications are reviewed and Fellows selected by scholars distinguished in their fields and knowledgeable about women's studies. Criteria for selection include relevance of the proposal to the understanding of women's role in society, evidence that the thesis will contribute new knowledge to the field, and evaluation of the candidate's scholarly preparation.

Although relatively little publicity was given to the Women's Studies Program in 1973-1974 and funds were available for only 20 fellowships, within a month of mailing announcements to deans and department chairmen almost 400 students had been nominated. Three hundred twenty-three candidates from 80 graduate schools completed applications, and from these 20 Fellows and seven alternates were selected. Because several candidates received other awards as well, it was possible to offer aid to all those on the alternate list.

Several Fellows did not follow an unbroken course from undergraduate studies to the Ph.D. Six received their bachelor's degrees more than ten years ago, one as far back as 1953. For some candidates interest in women's studies began with the examination of their values as academic wives: "My husband wrote articles and books and I edited and typed his manuscripts . . . . more and more his light shone, and more and more I reflected it." In other instances, women's studies were the logical outgrowth of an interest in the women's liberation movement that began in college. Nineteen of the applicants were men, and although two of these became finalists, none was elected.

Scholarship and teaching about women and their lives lend themselves naturally to interdisciplinary study. Many of the dissertation projects of the winners crossed disciplinary lines, for example, "The Gothic Fantasy: A Psychoanalytic Study of **The Mysteries of Udolpho** by Ann Radcliffe" draws on psychology and literature; "Mariana Griswold Van Rensselaer: Art Critic and Historian, Writer, Anti-Suffragist," combines art history and literature; and "Occupational Segregation: A Case Study of American Clerical Workers" crosses the line

between economics and history.

The role of the teacher is particularly important in women's studies because there is not yet an established curriculum. The teacher is, therefore, even more than in other fields, a resource person, and the classroom a shared learning experience. At least six of the Dissertation Fellows have already taught courses in women's studies, ranging from Women in Latin America to Women in Economic Perspective. Virtually all candidates for these fellowships plan teaching careers, and will help campuses respond to a changing society.

THESIS TOPICS AND UNIVERSITIES

DOCTORAL DISSERTATION FELLOWS IN WOMEN'S STUDIES

ANTHROPOLOGY

The Changing Roles of Portuguese Peasant Women in Portugal and France (Caroline B. Brettell, Honorary Fellow, Brown University)

Female and Male: Changes in Identity and Ideology for the Peasants of Rural Tuscany (JoAnn M. Magdoff, Princeton University)

Ritual and Congregation: The Supra-Domestic Roles of Afro-American Women (Virginia Kerns, Honorary Fellow, University of Illinois)

The Ties That Bind: Adoption in Palau (DeVerne R. Smith, Bryn Mawr College)

ART HISTORY

Images and Status of Roman Working Women (Natalie B. Kampen, Brown University)

ECONOMICS

An Economic Analysis of Women's Participation in Labor Unions (Sandra T. Hermanson, Vanderbilt University)

Occupational Segregation: A Case Study of American Clerical Workers, 1870-1930 (Elyce J. Rotella, University of Pennsylvania)

ENGLISH

George Eliot and Her Novels: The Problem of Sex Role Definition for a Woman Artist in a Patriarchal Society (Eleanor M. O'Neal, University of California, Berkeley)

The Gothic Fantasy: A Psychoanalytic Study of **The Mysteries of Udolpho** by Ann Radcliffe (Leona F. Sherman, State University of New York at Buffalo)

Making the Mould: The Roles of Women in Middle English Literature, 1250-1500 (Nanette M. Roberts, New York University)

HISTORY

The Dependent Poor of Newburyport, Massachusetts, 1810-1880 (Susan L. Grigg, University of Wisconsin)

Factory Girls and Farm Girls: A Study of Working-Class Female Self-Conception, 1820-1860 (Florence M. Bartoshesky, University of Rochester)

"The Great Opportunity": Northern Teachers and the Georgia Freedmen, 1865-1873 (Jacqueline J. Halstead, University of Wisconsin)

Images of Women: The War Years, 1941-1945 (Melva J. Baker, University of California, Santa Barbara)

Mariana Griswold Van Rensselaer: Art Critic and Historian, Writer, Anti-Suffragist (Cynthia D. Kinnard, Johns Hopkins University)

The Social History of Mexican Women, 1800-1857 (Silvia M. Arrom, Honorary Fellow, Stanford University)

Swahili Women's Association in Mombasa, Kenya, 1890-1973 (Margaret A. Strobel, University of California, Los Angeles)

Technological Change, Family Structure and Women in the Staffordshire Potteries, 1750-1850 (Marguerite W. Dupree, Princeton University)

Their Sisters' Keepers: Female Criminality and the Women's Prison Movement, 1870-1930 (Estelle B. Freedman, Honorary Fellow, Columbia University)

Women Preachers in Mid-Seventeenth Century England (Dorothy P. Ludlow, Indiana University)

LINGUISTICS

Women and Language Change: The Role of Black Women in Language Change in a Gullah-speaking Community of South Carolina (Patricia C. Nichols, Stanford University)

POLITICAL SCIENCE

Feminism and Social Leadership in America: A Longitudinal Analysis of a Critical Generation (Alana Northrop, University of Chicago)

PSYCHOLOGY

Patterns of Behavioral and Mood Variation in Men and Women (Alice J. Dan, University of Chicago)

The Role of Work in Women's Changing Attitudes (Myra M. Ferree, Harvard University)

The Value of Children to Natural and Adoptive Parents (Mary Ann Lamanna, University of Notre Dame)

SOCIOLOGY

Nuns: Social Order and Change (Mary Sue Hammersmith, Indiana University)

Predicting the Participation of Women in the American Labor Force: A Formal Model (Katherine M. Marconi, George Washington University)

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The postmaster in Webster, South Dakota, a farming community of 2300 persons, introducing a Humanities Series program on creativity.

NATIONAL HUMANITIES SERIES

The National Humanities Series was initiated by the National Endowment for the Humanities in June 1968 to create "an exemplary pattern of disseminating the humanities to general adult audiences throughout the United States." Fiscal support to the Woodrow Wilson National Fellowship Foundation for conducting the Series was generous—annual grants rose from $200,000 in the first year to $600,000 in the third and fourth year.

The programs organized in Princeton emphasized visually attractive and dramatically interesting presentations which, in addition to the presiding humanist, made broad use of performing artists. The programs succeeded in appealing to a broad spectrum of listeners. Large, diversified audiences were attracted to the Series through the efforts of the local committees, which typically reflected the many sectors of a given town. Presentation of Series programs in schools and in some colleges brought a new approach to the humanities into formal education, and also served to acquaint the town with the Series. Cost of the Series was $3.03 per listener.

In June 1973, disagreements about Series personnel and about the purpose and nature of the Series with the sponsoring National Endowment for the Humanities led to termination of the Series.

In the four years of the Series, the Woodrow Wilson Foundation created nearly fifty touring teams of professors and performers who together visited more than 150 small American communities, from Fort Myers, Florida to Kodiak, Alaska (see map). Typically a team stayed in a community for two days to a week presenting programs to interested groups and organizations and to the town at large. Each participating community received three such visits annually, and after four years cumulative attendance exceeded 600,000. The Humanities Program covered such topics as the nature of justice, the search for utopia, the importance of myth-making, the value

of regionalism in America, the generation gap, Benjamin Franklin and his time, and the relationship among art, architecture, and engineering. In 1972-73 the National Endowment for the Humanities established two additional centers in the west and mid-west. The Wilson Center, as it was known, remained the largest, with responsibility for 33 states.

During the '72-'73 season, the Series sent four programs to 76 communities. FOR ALL TIME was a series of presentations designed to discover connections in human achievement; LANGUAGE: THE HUMAN CONNECTION explored the use and abuse of language. RAGS TO RICHES: SUCCESS IN AMERICA was a repertoire of programs that examined both 19th century and contemporary insights into the nature of success in this country. GEORGE BERNARD SHAW: APOSTLE OF CHANGE was a dramatic anthology of Shaw's comments on the human condition.

An innovation during the last year of the Series was the Forum, held in 32 communities. The essential characteristic of each Forum was its emphasis on extended seminar discussions based on books that had been sent to the communities for advance reading by the participants. Veteran Series participants brought AMERICAN DREAMS to 11 towns, the discussions which were presented on four consecutive evenings, compared and contrasted our nation's post-Civil War visions with the realities of the mid-20th century. A MATTER OF CONSCIENCE was a presentation designed to illustrate classic examples of the confrontation between the individual and established authority.

Other programs included ADVERTISING IN AMERICAN LIFE, IS ANYTHING SACRED? — EDUCATING OUR CHILDREN AND OURSELVES — AUTOBIOGRAPHY: ODYSSEY INTO THE SELF — TOMORROW AND TOMORROW — and PROGRESS INTO THE PAST, a Forum exploring archeology, ancient documents, and mythology.

To evaluate this four-year experiment in public education, the

opinions of members of the local community committees that coordinate the Series were solicited. There was general agreement that a community's participation in the Series had increased awareness of the humanities, and had improved communication and mutual support among persons or groups in the community. More than half the communities reported that their involvement with the Series resulted in other public activities in the humanities, and the conclusion of 84 percent of the 119 respondents was that the Series was a success.

Bramwell Fletcher, as George Bernard Shaw, autographing the cast of a member of his audience.

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Some aspects of the program were particularly cited. One person reported, "We are firmly convinced—thanks to the experience of the Series—that it is the flesh and blood scholar in our midst who is the single most important element in making the humanities humane and significant. But", it was added, "we will not consider it inappropriate to have a wandering minstrel or two work the house and get the audience humming before the verbal show gets underway."

Another said, "We like programs which are developed in another section of the country. They stretch our interests and thinking. We would suggest that humanities organizations never become too regional."

Reaction to the Series as a whole might be summarized by the committeeman who wrote, "I am glad we could have the presentations for three years. I feel that we received an uplift which filled a void. It was a magnificent treat for a small town where people are hungry for the better things in life — the arts, ideas, and the opportunity to discuss these with experts and gifted strangers who became friends in our midst."

Plans for reviving the National Humanities Series with support from private foundations have been formulated but no support has so far been sought.

NATIONAL HUMANITIES SERIES

HUMANISTS 1972-1973

David P. Billington
Professor of Civil Engineering
Princeton University

D. Lydia Bronte
Director of Research
National Humanities Series
Wilson Center

Paul Chaffee
Formerly with the Department of English
Emory and Henry University

Esther M. Doyle
Professor of English
Juniata College

James Hollis
Associate Professor English
Manchester College

William Jamison
Formerly with the Department of History
Southwest Texas State College

William A. Owens
Professor of English
Columbia University

R. Christopher Pierle
Formerly with the Department of English and American Literature
University of Southern Mississippi

R. Joseph Schork
Director
National Humanities Series
Wilson Center

Judith Sullivan
Art Historian
Most recently Instructor of Art History
Kansas State Teacher's College

Alfred and Shirley Tamarin
Team of writers and historians
Staff members of Metropolitan Museum of Art
New York City

Ann Douglas Wood
Professor of English
Princeton University

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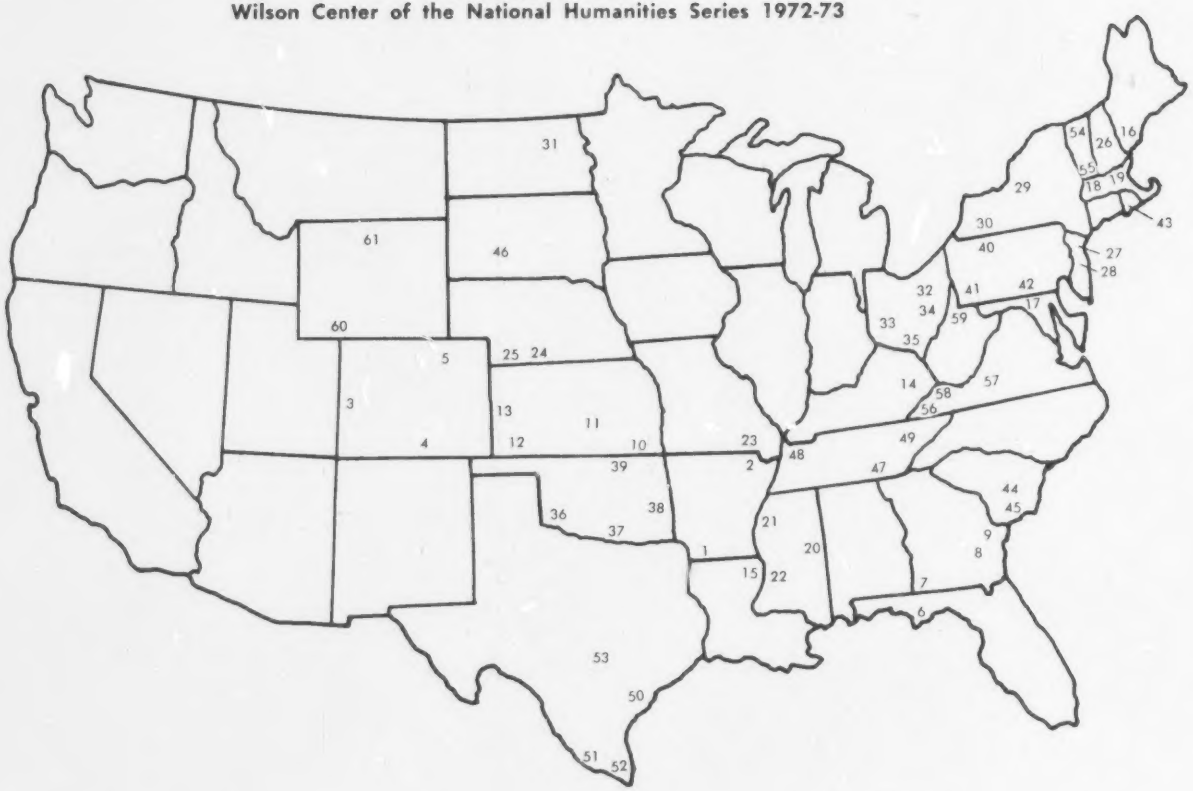
Presentation Sites
Wilson Center of the National Humanities Series 1972-73



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ARKANSAS
1 El Dorado
2 Greene County

COLORADO
3 Grand Junction
4 Rocky Ford-La Junta
5 Sterling

FLORIDA
6 Panama City

GEORGIA
7 Bainbridge
8 Douglas
9 Statesboro

KANSAS
10 Coffeyville
11 Harvey County
12 Liberal
13 Ulysses

KENTUCKY
14 Breathitt County

LOUISIANA
15 Bastrop

MAINE
16 Biddeford-Saco

MARYLAND
17 Hagerstown

MASSACHUSETTS
18 Greenfield
19 Haverhill

MISSISSIPPI
20 Choctaw-Webster-Wood
21 Clarksdale-Coahoma County
22 Yazoo City

MISSOURI
23 Poplar Bluff

NEBRASKA
24 Holdrege
25 McCook

NEW HAMPSHIRE
26 Gorham

NEW JERSEY
27 Eatontown
28 Franklin Township

NEW YORK
29 Herkimer
30 Jamestown

NORTH DAKOTA
31 Jamestown

OHIO
32 Alliance
33 Portsmouth
34 Tuscarawas County
35 Washington Court House

OKLAHOMA
36 Altus
37 Ardmore
38 McAlester
39 Ponca City

PENNSYLVANIA
40 Bradford
41 Greensburg
42 Lebanon Valley

RHODE ISLAND
43 Westerly

SOUTH CAROLINA
44 Florence
45 Georgetown

SOUTH DAKOTA
46 Fort Thompson

TENNESSEE
47 Cleveland
48 Dyersburg
49 Jefferson City

TEXAS
50 Bay City
51 Edinburg-McAllen
52 Harlingen
53 Temple

VERMONT
54 Barre-Montpelier
55 Brattleboro

VIRGINIA
56 Abingdon-Emory
57 New River Valley Area
58 Wise-Lee Counties

WEST VIRGINIA
59 Fairmont

WYOMING
60 Rock Springs
61 Sheridan

Some communities consist of two or more towns.

DISSERTATION FELLOWSHIP PROGRAM

From 1967 through 1972, students at 188 graduate schools in the U.S. and Canada which offer Ph.D. programs in the humanities and social sciences were eligible to compete for Dissertation Fellowships. These awards enabled students to complete the research and writing of the dissertation in their fourth year of graduate study. The fellowship provided a living stipend, dependency allowance, and an allowance to cover research expenses. In all cases schools attended by the Fellows waived tuition.

Excluded from the program, which received virtually all of its funds from the Ford Foundation, were the ten graduate schools which had been receiving direct Ford Foundation support to encourage four-year doctoral programs.* In 1972 the Woodrow Wilson National Fellowship Foundation also received a grant from the Helena Rubinstein Foundation in support of two Fellows in the Dissertation Fellowship Program.

In 1972, the last year of the Dissertation Fellowship Program, 228 graduate students in the humanities and social sciences were elected Woodrow Wilson Dissertation Fellows. The winners were selected from 510 applicants and represented 67 graduate schools, seven of which had not before been successful in the competition. The awards were made to 156 men and 72 women. As of September 1974, 56 men and 27 women had earned the doctorate.

*University of California at Berkeley, University of Chicago, Cornell University, Harvard University, University of Michigan, University of Pennsylvania, Princeton University, Stanford University, University of Wisconsin at Madison, and Yale University.

FINANCIAL REPORT

PEAT, MARWICK, MITCHELL & CO.
Certified Public Accountants
132 West State Street
Trenton, New Jersey 08608

The Board of Trustees
The Woodrow Wilson National Fellowship Foundation:

We have examined the balance sheets of The Woodrow Wilson National Fellowship Foundation as of June 30, 1974 and 1973, and the related statements of changes in fund balances for the years then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of The Woodrow Wilson National Fellowship Foundation at June 30, 1974 and 1973, and the changes in its fund balances for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis. Supplementary data included in Schedule 1 has been subjected to the same auditing procedures and, in our opinion, is stated fairly in all material respects when considered in conjunction with the basic financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

July 15, 1974

THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Balance Sheets

June 30, 1974 and 1973

Assets	1974	1973
Cash:		
Demand deposits	$ 16,928	99,006
Savings accounts	1,123	8,129
Certificate of deposit	450,000	225,000
	468,051	332,135
Accrued interest receivable	3,714	2,064
Operating advances	3,923	3,636
Prepaid expenses and deposits	2,299	5,728
Furniture and equipment — at cost (see note)	54,668	59,887
	$ 532,655	403,450

Liabilities and Fund Balances		
Liabilities:		
Accounts payable	4,681	2,640
Accrued expenses	145	961
Accrued vacation pay	12,949	10,648
Total liabilities	17,775	14,249
Fund balances:		
Restricted funds	432,294	314,702
Unrestricted funds	27,918	14,612
Equipment fund	54,668	59,887
Total fund balances	514,880	389,201
	$ 532,655	403,450

See accompanying note to financial statements.

THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Statement of Changes in Fund Balances

Year ended June 30, 1974

	First-year fellowships and dissertations	Dissertation in women's studies	Discretionary fund	Martin Luther King, Jr. fellowship program
Balances at beginning of year	$ 150,325	--	34,958	116,668
Add:				
Grants and gifts (see note)	15,000	119,650	--	74,500
Investment income	--	--	--	--
Inter-fund transfers	--	--	--	--
Other sources	3,324	--	2,882	300
	168,649	119,650	37,840	191,468
Deduct:				
Fellowship stipends	35,606	17,230	325	76,655
Tuition	3,288	--	--	31,708
Salary grant	--	--	--	--
	38,894	17,230	325	108,363
Other direct program expenses:				
Honoraria payments	--	2,000	--	--
Selection expenses	--	381	--	2,867
Special projects and moving expenses	--	--	--	--
Per diem expense	--	--	--	3,427
Conference expense	--	--	--	--
Senior fellows expense	--	--	--	--
Coordinators allowance	--	--	--	--
Total other direct program expenses	--	2,381	--	6,294
Administrative expenses:				
Salaries and related benefits	30,645	12,852	10	22,934
Travel – staff	--	--	--	548
Per diem expense	203	--	--	772
Printing, stationery, postage and other expense	2,400	2,133	790	2,520
Rent	7,474	784	70	2,426
Telephone	1,851	297	56	1,329
Outside services	600	253	142	744
Miscellaneous	2,730	1,429	173	2,111
Total administrative expenses	45,903	17,748	1,241	33,384
Disposal of equipment	--	--	--	--
Total deductions	84,797	37,359	1,565	148,041
Balances at end of year	$ 83,852	82,291	36,274	43,427

See accompanying note to financial statements.

	Restricted Funds						
National Humanities series	Administrative internship program	Woodrow Wilson senior fellows	Other funds	Total restricted	Unrestricted funds	Equipment fund	Combined total
(34,898)	44,380	(864)	4,133	314,702	14,612	59,887	389,201
69,281	279,500	334,000	1,601	893,532	15,595	—	909,127
—	—	—	—	—	36,981	—	36,981
—	4,133	—	(4,133)	—	—	—	—
—	—	—	—	6,506	1,533	—	8,039
34,383	328,013	333,136	1,601	1,214,740	68,721	59,887	1,343,348
—	—	—	—	129,816	—	—	129,816
—	—	—	—	34,996	—	—	34,996
—	79,810	—	—	79,810	—	—	79,810
—	79,810	—	—	244,622	—	—	244,622
—	2,800	132,550	—	137,350	—	—	137,350
—	4,064	—	—	7,312	—	—	7,312
—	5,201	—	—	5,201	—	—	5,201
—	—	—	—	3,427	—	—	3,427
—	29,594	—	—	29,594	—	—	29,594
—	—	29,715	—	29,715	—	—	29,715
—	—	3,394	—	3,394	—	—	3,394
—	41,659	165,659	—	215,993	—	—	215,993
27,920	52,952	67,915	1,533	216,761	27,605	—	244,366
16	7,398	7,820	—	15,782	817	—	16,599
103	2,756	6,060	—	9,894	728	—	10,622
1,172	3,965	4,275	54	17,309	4,823	—	22,132
3,459	4,224	7,468	—	25,905	2,489	—	28,394
1,691	3,915	5,549	—	14,688	1,476	—	16,164
—	1,113	449	14	3,315	1,112	—	4,427
22	3,854	7,858	—	18,177	1,753	—	19,930
34,383	80,177	107,394	1,601	321,831	40,803	—	362,634
—	—	—	—	—	—	5,219	5,219
34,383	201,646	273,053	1,601	782,446	40,803	5,219	828,468
—	126,367	60,083	—	432,294	27,918	54,668	514,880

THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Statement of Changes in Fund Balances

Year ended June 30, 1973

	First-year fellowships	Dissertation fellowships	Discretionary fund	Martin Luther King, Jr. fellowship program	National Humanities series
Balances at beginning of year	$ 279,883	358,428	44,467	126,815	(40,117)
Add:					
Grants and gifts (see note)	—	200,000	—	96,804	617,131
Investment income	7,500	12,395	—	—	—
Inter-fund transfers	(26,959)	31,841	7,216	—	(12,098)
Purchases of furniture and equipment (see note)	—	—	—	—	—
Other sources	135	—	170	—	—
	260,559	602,664	51,853	223,619	564,916
Deduct:					
Fellowship stipends	50,311	563,018	—	70,800	—
Tuition	18,212	—	—	14,291	—
Grants-in-aid	—	—	128	—	—
Salary grant	—	—	—	—	125,037
	68,523	563,018	128	85,091	125,037
Other direct program expenses:					
Historical study expenses	—	—	—	—	—
Honoraria payments	—	—	—	244	—
Interviewing expenses	—	—	—	1,971	2,920
Production expenses	—	—	—	—	20,032
Special projects and moving expenses	—	—	—	—	—
Candidates' and participants' travel	—	—	—	2,254	39,379
Per diem expense	—	—	—	—	57,799
Promotional, printing and other expenses	—	—	—	—	26,621
Conference expense	—	—	—	—	18,665
Total other direct program expenses	—	—	—	4,469	165,416
Administrative expenses:					
Salaries and related benefits	28,788	32,021	14,435	11,189	220,577
Travel – staff	230	245	—	384	16,868
Per diem expense	296	136	16	167	9,897
Printing, stationery, postage and other expense	5,931	2,416	763	2,392	16,950
Rent	1,973	2,195	771	1,631	20,605
Telephone	792	775	222	520	19,241
Outside services	884	285	88	310	—
Purchases of furniture and equipment (see note)	688	—	—	—	786
Miscellaneous	2,129	1,573	472	798	4,437
Total administrative expenses	41,711	39,646	16,767	17,391	309,361
Disposal of equipment	—	—	—	—	—
Total deductions	110,234	602,664	16,895	106,951	599,814
Balances at end of year	$ 150,325	—	34,958	116,668	(34,898)

See accompanying note to financial statements.

Restricted Funds							
Administrative internship program	Woodrow Wilson senior fellows	Friends of The W.W.N.F.F. contributions	Other funds	Total restricted	Unrestricted funds	Equipment fund	Combined total
10,133	—	—	4,133	783,742	41,921	58,547	884,210
156,000	—	8,532	—	1,078,467	4,286	—	1,082,753
—	—	970	—	20,865	3,113	—	23,978
—	—	(9,502)	—	(9,502)	9,502	—	—
—	—	—	—	—	—	1,474	1,474
—	—	—	—	305	—	—	305
166,133	—	—	4,133	1,873,877	58,822	60,021	1,992,720
—	—	—	—	684,129	—	—	684,129
—	—	—	—	32,503	—	—	32,503
—	—	—	—	128	—	—	128
42,867	—	—	—	167,904	—	—	167,904
42,867	—	—	—	884,664	—	—	884,664
5,665	—	—	—	5,665	—	—	5,665
2,300	—	—	—	2,544	50	—	2,594
5,300	—	—	—	10,191	—	—	10,191
—	—	—	—	20,032	—	—	20,032
3,665	—	—	—	3,665	—	—	3,665
—	—	—	—	41,633	—	—	41,633
—	—	—	—	57,799	—	—	57,799
—	—	—	—	26,621	—	—	26,621
13,606	—	—	—	32,271	—	—	32,271
30,536	—	—	—	200,421	50	—	200,471
32,108	—	—	—	339,118	32,563	—	371,681
3,412	616	—	—	21,755	1,803	—	23,558
2,073	104	—	—	12,689	2,154	—	14,843
4,278	94	—	—	32,824	3,682	—	36,506
2,184	—	—	—	29,359	1,307	—	30,666
2,407	8	—	—	23,965	1,277	—	25,242
329	—	—	—	1,896	279	—	2,175
—	—	—	—	1,474	—	—	1,474
1,559	42	—	—	11,010	1,095	—	12,105
48,350	864	—	—	474,090	44,160	—	518,250
—	—	—	—	—	—	134	134
121,753	864	—	—	1,559,175	44,210	134	1,603,519
44,380	(864)	—	4,133	314,702	14,612	59,887	389,201

THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Note to Financial Statements

June 30, 1974 and 1973

Summary of Significant Accounting Policies

Nature of organization:

The Woodrow Wilson National Fellowship Foundation is a publicly supported organization and is exempt from Federal income taxes under Section 501(c) (3) of the Internal Revenue Code.

Principal standards followed in the preparation of the accompanying financial statements are outlined as follows:

(A) Nature of accounts:

The various fund groups of the Foundation are defined as follows:

(1) Restricted funds include assets available for current activities in accordance with restrictions specified by outside donors.

(2) Unrestricted funds reflect assets available for, and used in, the Foundation's regular activities, at the discretion of its board and management.

(3) Equipment fund represents fixed assets owned and used by the Foundation in its regular activities.

(B) Furniture and equipment:

Purchases of furniture and equipment are charged to administrative expenses in the year of acquisition. Amounts so expended are also capitalized in the accompanying balance sheets with a corresponding increase in the principal of the equipment fund. No provision is made for depreciation.

(C) Grants and gifts:

The majority of the Foundation's present programs are funded on a yearly basis, and accordingly grants and gifts are recorded as additions to the applicable fund balances when received. The Woodrow Wilson Senior Fellows program is being funded over a three-year period by a grant of $1,000,000 awarded on April 26, 1973. Of this amount, $334,000 has been received as of June 30, 1974.

Schedule 1

THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Statements of Grants and Gifts Received

Years ended June 30, 1974 and 1973

	1974	1973
Restricted funds:		
First-year fellowships and dissertations:		
Ford Foundation	$ 15,000	200,000
Dissertation in women's studies:		
Ford Foundation	119,650	—
Martin Luther King, Jr. Fellowship program:		
American Metal Climax Foundation, Inc.	2,000	5,000
Bell Telephone Laboratories	5,000	7,000
Booth Ferris Foundation	—	10,000
Field Foundation of Illinois, Inc.	—	15,000
Friends of Lillian Eisler	—	304
International Business Machines Corp.	10,000	10,000
Esther and Joseph Klingenstein Fund, Inc.	5,000	10,000
Lilly Endowment, Inc.	17,500	17,500
The Grant Foundation, Inc.	20,000	—
Max C. Fleischmann Foundation	15,000	—
Oscar Mayer Foundation	—	2,000
Alfred P. Sloan Foundation	—	20,000
	74,500	96,804
National Humanities Series:		
National Endowment for the Humanities	69,281	617,131
Administrative Internship program:		
American Telephone and Telegraph Company	7,500	5,000
Burlington Industries Foundation	—	5,000
Exxon Foundation	20,000	25,000
International Business Machines Corp.	15,000	10,000
International Telephone and Telegraph Corp.	—	8,000
Henry Luce Foundation	22,000	22,000
Monsanto Fund	—	6,000
Jessie Smith Noyes Foundation	30,000	30,000
Prudential Insurance Co.	5,000	5,000
Alfred P. Sloan Foundation	110,000	25,000
Xerox Fund	—	15,000
Mary Reynolds Babcock Foundation	38,000	—
C.I.T.	12,000	—
Charles E. Merrill Trust	15,000	—
General Mills Foundation	5,000	—
	279,500	156,000
Woodrow Wilson Senior Fellows:		
Lilly Endowment, Inc.	334,000	—
Other funds — National Academy of Sciences	1,601	—
Friends of The W.W.N.F.F. contributions:		
Contributions from Woodrow Wilson Fellows	—	8,532
Total restricted	893,532	1,078,467
Unrestricted funds:		
Contributions from Woodrow Wilson Fellows	12,008	—
The Essick Foundation	200	—
Cleveland H. Dodge Foundation	1,000	—
The Hoyt Foundation	1,000	1,000
Trustees	700	3,286
Miscellaneous	687	—
Total unrestricted	15,595	4,286
GRAND TOTAL	$ 909,127	1,082,753

ADMINISTRATIVE INTERNSHIP PROGRAM

NATIONAL SELECTION COMMITTEE MEMBERS

1973 and 1974

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Tougaloo College

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DOCTORAL DISSERTATION FELLOWSHIPS IN WOMEN'S STUDIES

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1974

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